

STUDY GUIDE

"BODY LANGUAGE IN THE CLASSROOM"

PURPOSE: To help improve teacher communication.

SYNOPSIS

A knowledge of body language can improve teacher communication, says this film, which establishes an awareness of the "language," and shows how it can be applied in the classroom. It gives specific suggestions for such non-verbal behavior as gesturing, pointing for emphasis, reducing physical space between teacher and student and increasing eye contact for better attention and reinforcement. The film also suggests that teachers view themselves on videotape, if possible, as a means of analyzing their own use of this significant "second language." A film designed to increase teaching effectiveness, to help in discipline, and to improve human relations.

DISCUSSION

1. The film speaks of the "bubble of privacy" we all maintain among strangers. What might be its origin? Its values? Its disadvantages? For example, in what ways does open easy expression relieve the need for our "bubble"?
2. For reminder, list the various means of "body language" shown in the film. (Might group them under the categories: gesture, sound, contact, space, environment.) Discuss each-- e.g., eye contact might do several things: indicate honest interest, force concentration, threaten.
3. Body language varies according to culture, the film points out. How do you feel, for example, about the use of touching, broad gestures and vigorous expression for reinforcement. Are there teachers, for instance, who can achieve the same results with a seemingly less expressive demeanor? In short, must we all necessarily use the techniques shown in the film? Why or why not?

4. Each teacher in the film had in common an enthusiasm that was being expressed. How might trying to employ body language techniques without the underlying honest enthusiasm be a failure? That is, why should technique for technique's sake be avoided?
5. One teacher described his way of handling discipline problems (i.e., standing close, limiting the student's personal space). Why does it work? Agree with it or not? Why?
6. Another teacher spoke of a friendly arm around the shoulder resulting in less need for attention later. Why does this work? Agree with it? Why or why not?
7. Changing physical arrangements in the classroom was also shown as a helpful technique. What changes, for example? Why do such changes help?
8. One viewer has suggested that if the teacher is sincerely enthusiastic and energetic, the specific type of body language best suited to that teacher will automatically result. Comments?